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SOME JUNIOR HIGH SCHOOL FACTS DRAWN FROM TWO YEARS OF THE SIX-SIX PLAN AT MACOMB, ILLINOIS

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Introductory.—The present organization of the Macomb public schools on the six-six plan was adopted in November, 1915. At that time a new high- and grade-school building was ready for occupancy. The new building displaced a ward school which had housed Grades I to VI. Of the three other public-school buildings in Macomb, one had housed Grades I to IV and the four-year high school; the remaining two, Grades I to VIII. During the first two months of the school year of 1915-16, the eight-four plan continued. When the new high- and grade-school building was occupied, November 1, Grades I to V and VII to XII were placed in it; the sixth grade of that ward was divided between two adjacent schools. This consolidation of the two seventh and the two eighth grades with the high school left Grades I to VI in two of the grade buildings, and Grades I to IV in the third.

Elementary-school adjustments.—The removal of Grades VII to XII from the old buildings permitted a number of advantageous adjustments in the elementary schools. The vacated high-school assembly room was provided with a large platform three feet high for use of the elementary schools for auditorium activities Friday afternoons. Before reorganization, because of a lack of teachers and classrooms, a number of teachers had been compelled to teach three half-grades. After reorganization, classrooms were available, and somewhat later additional teachers were secured and pupils were so redistributed that the three elementary schools each contained Grades I to VI with but two half-grades to a room. Grades IV to VI were reorganized upon the departmental plan. The fifth grade was later removed from the new high-school build-

ing. It is likely that a new elementary school will be built in the neighborhood of the new high-school building so that the new building can then be used exclusively for secondary education.

Junior high school teachers and courses.—At the beginning of the school year the teachers placed in charge of the two seventh and the two eighth grades were those who had been selected for the junior high school. The two eighth-grade teachers were ward principals of more than twenty years' experience each. The principal of the six-year ward school, a teacher of fifteen years' experience, was placed in charge of one of the seventh grades. The other seventh grade was placed in the charge of a teacher who had but one year's experience in addition to her student teaching in the normal school, but she had made special preparation for the teaching of English. These four teachers brought their pupils into the new high school at the close of the first two months of the year. The teacher with special interest in English was given that work. It included reading, literature, spelling, grammar, and oral and written composition. The arithmetic was given to the principal most interested in that subject. This subject was so reorganized that after a time it was possible to devote the latter half of the eighth year to algebra, for which ninth-grade credit was given. To the principal most interested in history was assigned United States history and hygiene for the seventh grade, and United States history and community civics for the eighth. The third principal preferred science and was given geography for the seventh grade and general science for the eighth. The latter was so reorganized that it was allowed ninth-grade credit. The work of these four teachers was confined to Grades VII and VIII. Subsequently teachers with a degree shared this work, taught in higher grades at the same time, and thereby unified the six-year high school.

The junior pupils organized.—These newly inducted pupils were given seats in the assembly room with the other high-school students. Before the consolidation took place several joint meetings of the seventh and eighth grades with the high school were held to perfect the organization of a "Students Building Protectors' Association," which had for its aim the care of the new building. This joint activity prepared both groups somewhat for the

consolidation. Each of the high-school grades had elected a "class advisor" from the faculty. This advisor was to look after the interests of his group in a special way. The seventh and eighth grades each elected such advisors as soon as they had joined the high school. The pupils of Grades VII to IX were organized into six literary societies. Those in Grades X to XII were organized into three. The six junior societies were divided into three pairs, each pair being linked to one of the senior societies as the one into which the members would go when they classed tenth grade. The purpose of this arrangement was to encourage the senior societies to take an interest in the kind of forensic material that was being prepared in the "protégé" societies of the junior school.

The age-grade situation.—Space cannot be taken to present the complete age-grade table for the twelve grades at the time of reorganization. The ages of the pupils in each of the half-grades IB, IA, IIB, etc., distributed themselves more and more widely as one proceeds from Grade I to Grades V, VI, and VII. In Grade VIA the ages of the pupils spread out over thirteen half-years. The critical period which the junior high school attempts to serve stands out clearly. The situation for the twelve grades is shown by Table I, which gives a summary of the age-grade table.

TABLE I
SUMMARY OF AGE-GRADE TABLE SHOWING AGE-GRADE
SITUATION, SEPTEMBER, 1915

	Number of Pupils	Percentage
Under-age.....	126	12.3
Normal.....	235	22.9
Over-age.....	665	64.8
	1,026	100.0

Assuming that for every retarded pupil there should be an accelerated one, there would then be a one-to-one ratio between the percentage retarded and the percentage accelerated. Instead of such ratio Table I shows that it was somewhat worse than five to one.

Retardation in the junior-senior high school.—It is well known that from Grades V or VI on the correlation between retardation

and elimination is high. Elimination therefore operates to reduce the amount of retardation to be expected on the part of those remaining in the higher grades. In view of this fact a high percentage of retardation in those grades is significant in that, among other things, it indicates that the condition would be even worse if all the pupils had continued in school. The over-age percentages in each of the six highest grades for September, 1915, follow, and would seem certainly to be seriously high: in grade VIIB, 73.1 per cent; VIIA, 74.5 per cent; VIIIB, 83.7 per cent; VIIIA, 65.4 per cent; IX, 76.7 per cent; X, 72.4 per cent; XI, 63.4 per cent; XII, 69.0 per cent.

Further significance of over-ageness.—After pupils reach the eleventh or twelfth grade over-ageness is not a serious cause of elimination, because as a rule the pupils are likely to have acquired by this time a strong inclination to graduate. It is serious, however, from the standpoint of economy of time, as it is a decided handicap for pupils to be late in graduating if they plan to go on with their education in higher schools. But for pupils of Grades V to IX particularly acceleration will prove a means to a maximum amount of schooling. A twelve-year course for every child of normal mental capacity is the aim of the school. In order to realize this aim it is important that the pupils reach the eleventh grade or be close to it by the time they turn sixteen. The compulsory-attendance law in Illinois requires school attendance until the age of fourteen as the minimum. Between fourteen and sixteen attendance is compulsory unless the reasons for going to work are so compelling that the superintendent of schools is willing to issue a work permit. Those who are down in the sixth or seventh grade when they have reached the age at which most children are either in Grades X or XI or are out of school, are known to be the ones who press the official for a work permit. If refused the permit, they will continue in school under protest until they achieve the age of sixteen. Quite generally they leave school just as soon as they have reached that milestone of emancipation.

Adjusting the work to the children.—The school adopted the policy of bringing the children, as fast as possible, more nearly up to the grade corresponding to their ages. A few of the extremely

over-age pupils of Grades V and VI were promoted to the junior high school. The teaching force for Grades VII and VIII was not adequate to allow of many such special promotions. For the same reason it was not possible to organize special classes for those requiring a more elementary presentation of the subjects. It was possible, however, for a number of these over-age pupils from Grades V and VI to take fewer than the regular four courses because of the fact that promotion was by subjects. They were thus enabled to work to their full capacity and in a congenial atmosphere. The simplification of the elementary courses of study and the adoption by the teachers of a common standard of marking were other means to adjusting the work to the pupils.

Economy of time.—In addition to the methods indicated in the preceding paragraph, other means were employed for accelerating the progress of the pupils through the grades. The provision for ninth-grade credit for the science work in the eighth year, the beginning of algebra in the Grade VIIIA, and a system of weighted credits from the Grade VIIB on, all contributed to greater economy of time.

Retardation reduced in the twelve grades.—Without going into detail with reference to the ways and means employed by the school to correct this heavy retardation, Table II is presented to show the total improvement that took place in all twelve grades during the interval from September, 1915, to June, 1917. In June, 1917, as shown in Table II, the ratio of the percentage retarded to the

TABLE II
SHOWING THE AGE-GRADE SITUATION IN JUNE, 1917, AS
COMPARED WITH SEPTEMBER, 1915

	Percentage in 1915	Percentage in 1917	Percentage Improvement
Under-age. . . .	12.3	25.85	13.55
Normal.	22.9	23.10	0.2
Over-age.	64.8	51.05	13.75
	100.0	100.00	.....

percentage accelerated, instead of five to one as in 1915, was two to one. While this ratio is not wholly satisfactory, it is to be

expected that time will be required fully to remedy this situation. The difficulty was increased by the fact that the school had scarcely made a beginning in the way of differentiated curricula. Were individual differences more completely provided for by varied types of courses, the rate of progress through the higher grades could then be expected to become more nearly normal.

The development of enrolment.—Table III shows the development of the enrolment in each grade for the five-year period 1913-17 inclusive. The "percentage increase" column shows the percentage increase in total enrolment each year over the preceding year. Table III supplies the data about which centers the discussion in several of the succeeding paragraphs.

TABLE III

SHOWING THE DEVELOPMENT OF THE ENROLMENT BY GRADES FOR THE FIVE-YEAR PERIOD 1913-17 INCLUSIVE

YEAR	GRADES													PERCENT- AGE INCREASE
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	All	
1913..	140	123	123	131	111	103	83	45	49	39	25	23	995	1.6
1914..	166	113	122	129	110	105	82	54	76	26	27	27	1,037	4.2
1915..	166	113	122	129	110	105	82	61	78	27	27	25	1,038	0.009
1916..	158	89	138	135	119	109	81	86	98	32	42	29	1,116	7.5
1917..	160	134	104	111	123	111	123	77	103	57	30	39	1,172	5.0

When a school year is referred to by a single date, 1913, 1914, and so on, as in Table III, it is to be understood to mean the school year ending in June of the given date.

Distribution of the pupils in the several grades.—What percentage of the total enrolment should be found in each of the grades if the school were 100 per cent efficient in holding the pupils? As Dr. Ayres has pointed out,¹ we cannot expect an equal number in each grade, first, because of the factor of death; secondly, because of the increase of population, which would mean that there are more seven-year-old children in the country than fourteen-year-old, and therefore the lower grades would be larger; and thirdly, there is the very important factor of retardation and elimination. The figures given by Dr. Ayres showing the number of pupils to be

¹ L. P. Ayres, *Laggards in Our Schools*, p. 103.

expected in each of the first eight grades as schools are now conducted furnish a standard by which to measure the holding power

Per Cent

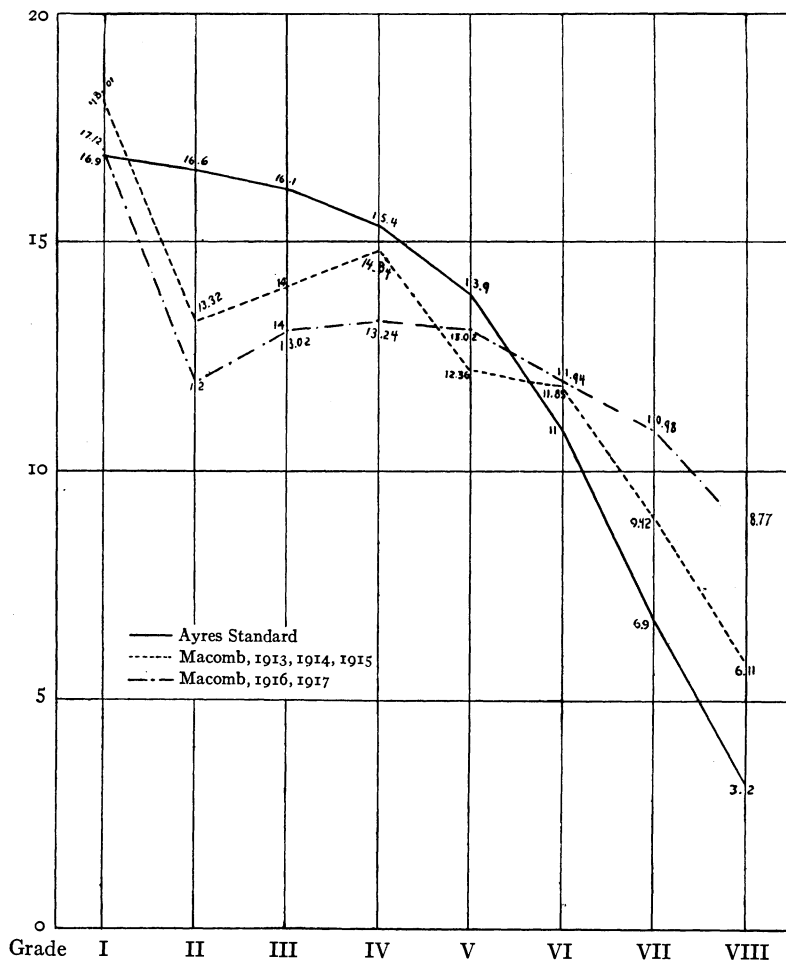


CHART I.—Showing percentage of the total enrolment of Grades I-VIII found in each of the grades, comparing the three-year period prior to reorganization with the two-year period following, and these with the Ayres Standard.

of the school in Grades VII and VIII. It would be useful if we had a similar standard for the four upper grades also. Chart I

has been prepared to show the percentage of the pupils expected in each grade by the Ayres standard, and the corresponding percentages in the Macomb schools for the three-year period prior to reorganization and for the two-year period following. The percentages were computed by finding what percentage of the entire eight grades were in each of the grades. The percentages for the Ayres curve were computed in the same manner. The Macomb curves in Chart I show that despite the heavy retardation the congestion in the lower grades is less, and that the children in Grades VI, VII, and VIII are held in school more effectively than in the city systems upon which Dr. Ayres based his hypothetical table. It is interesting to note that the Macomb curves cross the Ayres curve between Grades I and II and again between Grades V and VI. The excessive percentages in Grade I show the need of kindergartens in Macomb. A good many children develop too slowly to be ready for Grade II at the end of their first year. A preliminary kindergarten training would prevent much of this first-grade retardation.

Comparison of the two Macomb curves with one another shows an increased holding power of the school and a reduction of the congestion in the primary grades following reorganization. These results are some of the outcomes of the policy of adjusting the work to the children, as outlined in an earlier paragraph.

What ratio should be expected between the total enrolment for the upper six grades and the lower six? As pointed out above, were the school 100 per cent efficient in holding its students, one could not expect 50 per cent of the total enrolment to be found in the upper six years. What this ratio would be were there no elimination whatever is not known. It is possible, however, to show the trend in each of the grades for the five-year period. This is done in Chart II, which brings out clearly the tendency toward the better in the holding power of the school through the higher grades, particularly Grades VII to X inclusive. The sharply rising curves are those of the junior high school grades. It is apparent also that there is a decline in the percentages in Grades I to VI.

Chart II suggests the desirability of a comparison of the percentage of the total enrolment found in Grades I to VI with that

Per Cent

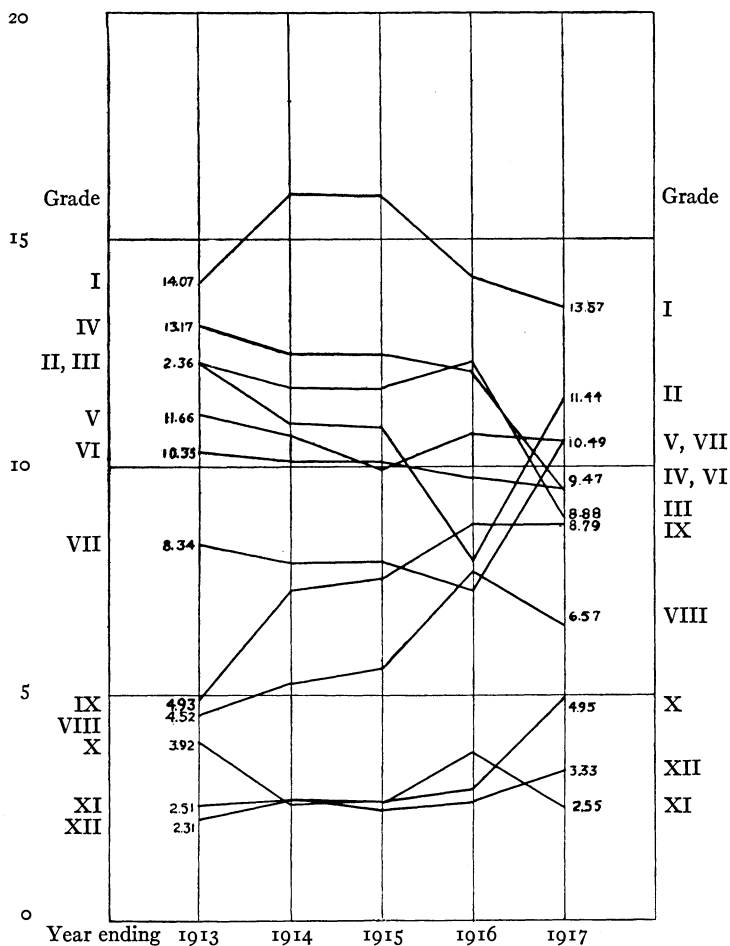


CHART II.—Showing percentage of the enrolment of Grades I-XII found in each of the grades for each of the years 1913, 1914, 1915, 1916, and 1917.

found in Grades VII to XII. This comparison is shown in Chart III. The percentage for the highest six grades has increased during the five years by 10.1 per cent, while that for the lowest six grades

Per Cent

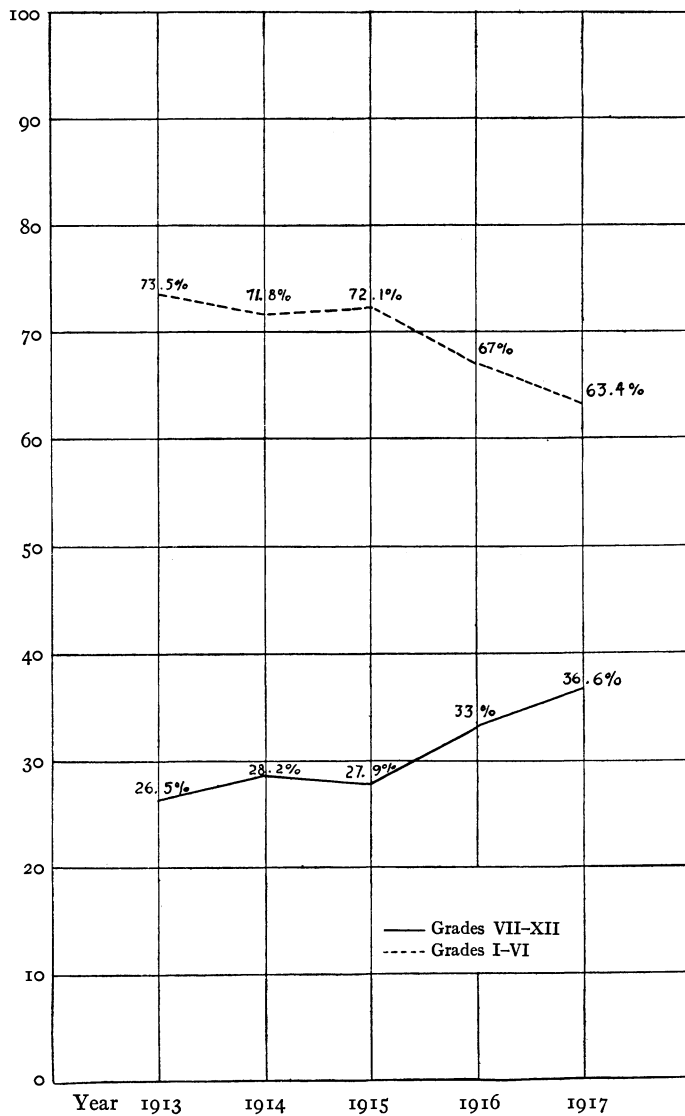


CHART III.—Showing percentage of all grades enrolled in the first six grades and in the last six for five-year period, 1913-17.

has decreased by an equal amount. The curves point clearly in the direction of a more equitable division of the enrolment between the elementary and the secondary school.

Per Cent

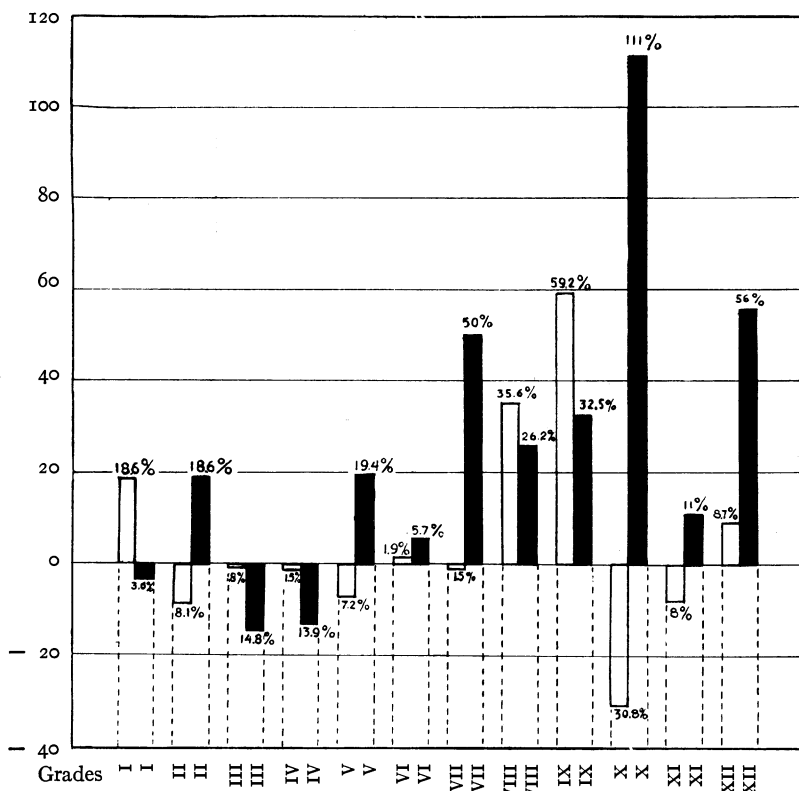


CHART IV.—Showing percentage increase or decrease for each grade during the three-year period prior to reorganization and the two-year period following. White columns represent percentage of increase or decrease during three-year period, 1913, 1914, 1915; solid columns, the two-year period, 1916-17.

Before and after reorganization.—The effect of the six-six organization is brought out clearly by a comparison of the enrolment percentages in each of the grades for the three-year period prior to reorganization and for the two-year period since. Charts IV and V furnish such comparison. The white, or empty, columns of

Chart IV show the percentage increase or decrease in enrolment for each grade for the three-year period prior to reorganization;

Per Cent

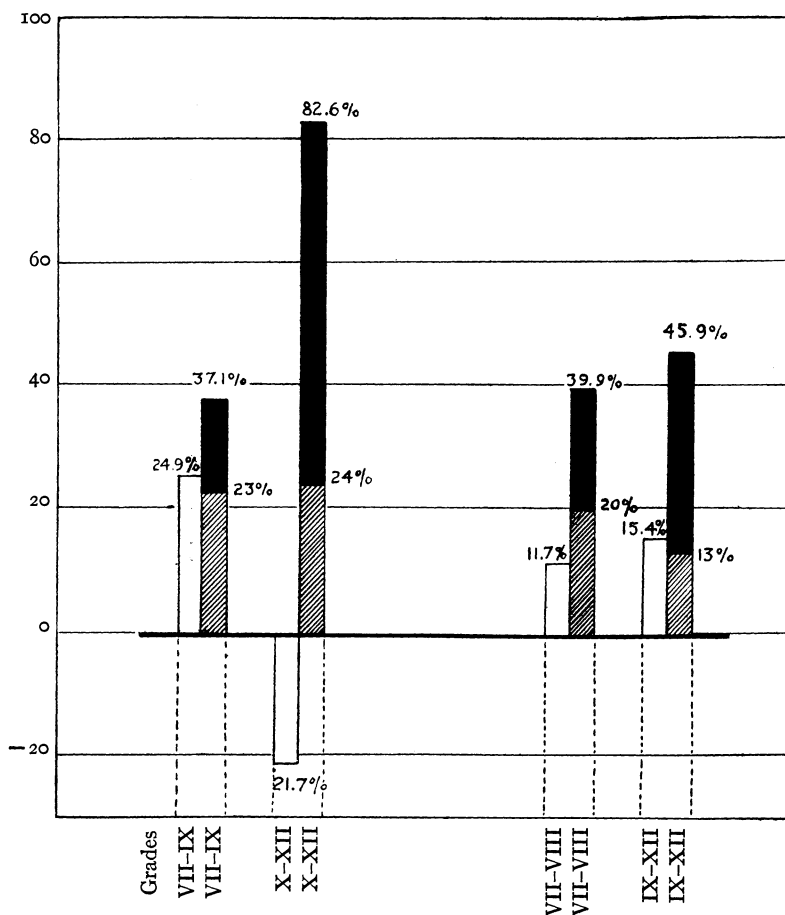


CHART V.—Showing percentage increase or decrease for grades VII-IX, X-XII, VII-VIII, and IX-XII for the three-year period prior to reorganization and the two-year period following; also comparison with other junior-senior high schools. White columns represent three-year period; shaded plus solid, two-year period; shaded, gain in other junior-senior schools.

the solid columns show the corresponding facts for the two-year period following. The static nature of the percentages for the

lower grades and the decided increases for the upper grades are prominent, particularly for the period following reorganization, as shown by the solid columns.

For purposes of comparison with other junior-senior high schools, some of which divide the six years into Grades VII–VIII and IX–XII, and others into VII–IX and X–XII, the upper six grades shown in Chart IV have been grouped in both these ways, and the percentages are shown in Chart V. The four columns at the left of the chart show for Grades VII to IX and Grades X to XII the percentages of increase or decrease before and after reorganization; the four columns at the right show the percentages in a corresponding manner with the six grades grouped VII–VIII and IX–XII. In both cases the pronounced gains in enrolment following reorganization as compared with the three years preceding are striking. The hatched portions of the columns show the percentages of increase in enrolment for seventeen schools following reorganization upon the six-three-three plan and for four schools which had reorganized upon the six-two-four plan as reported by Mr. Douglass.¹ The rather surprising extent to which the Macomb increases overreach those of the twenty-one other schools suggests two possible explanations. Mr. Douglass says that his figures were secured with difficulty and represent merely the average of a group of schools furnishing attendance figures. The length of time during which the schools had been under the new form of organization was not uniform. He says, “. . . it is manifestly unfair to group together for this comparison schools recently organized and those that have been operating for a longer time.” It is possible also that the Macomb increases have been due in no small degree to the attractions of a new high-school building.

Interpretation of the enrolment increases.—Chart VI has been prepared from the data of Table III and from figures obtained from the office of the Illinois state superintendent of public instruction. The Macomb curves show the development of the enrolment for all twelve grades, for Grades I to VI and for Grades VII to XII,

¹ Aubrey A. Douglass, *Fifteenth Yearbook of the National Society for the Study of Education*, Part III, p. 103.

over the five-year period 1913-17. The Illinois curves show the development of the enrolment in the state for the same grade groups for the four-year period 1913-16. The 1917 figures for the

No. of Pupils

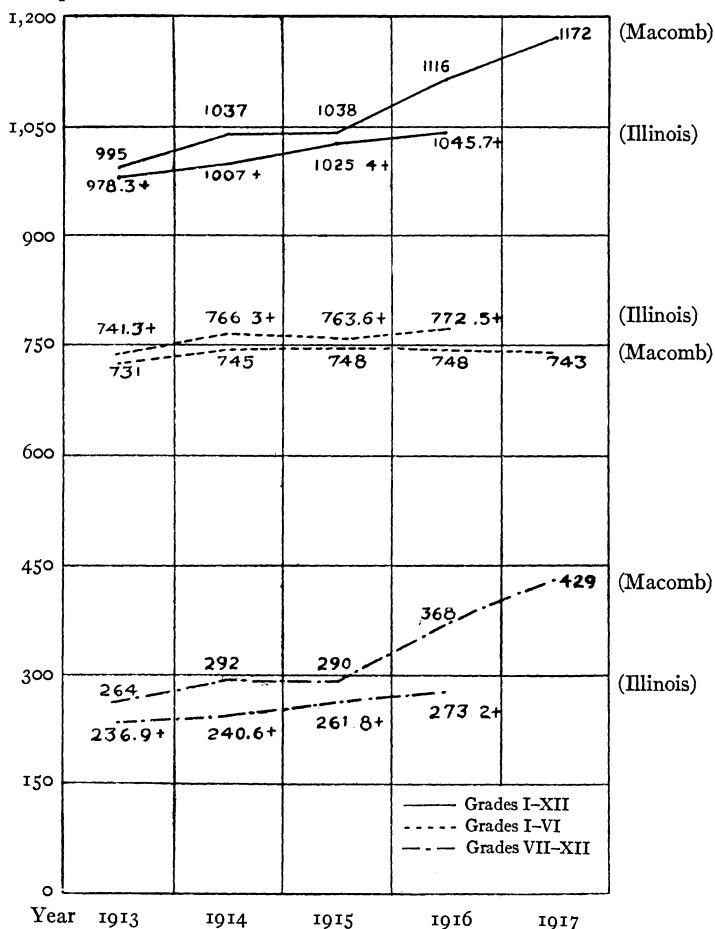


CHART VI.—Enrolment in Grades I-XII, I-VI, and VII-XII during five-year period for Macomb and Illinois.

state were not available in time for inclusion here. The Illinois enrolment figures were reduced by dividing by 1,000 to bring them to the same scale as the Macomb figures.

The purpose of Chart VI is to throw some light on the question whether the increased high-school enrolment throughout the country has been so pronounced that the Macomb increases may be regarded as a part of the general movement. If an affirmative answer be obtained, the Macomb increases cannot be attributed to the junior-senior high-school organization. The enrolment in all twelve grades for Macomb and Illinois is shown by the two upper lines of the chart. Both show increases from year to year, the Macomb curve mounting more rapidly than that for the state during the last two years, assuming the state curve to continue its general direction. The two lines about the middle of the chart show the development of the enrolment for the first six grades. Here the state has made more of an advance than has Macomb. The lower two curves compare the enrolment in the upper six grades for Macomb and the state, and here it is unmistakably plain that the Macomb increases have been considerably in excess of the general increases throughout the country as exemplified by the state. The increase from 290 in 1915 to 429 in 1917 for Macomb amounts to a gain of 48 per cent. The failure of the Macomb curve for the first six grades to keep pace with that of the state, together with the wide variation of the Macomb and state curves for the upper six grades, shows that the Macomb increases cannot be explained as merely a part of the general movement toward a high-school education.

Has the tuition enrolment mounted rapidly enough to give the explanation? Table IV gives a negative answer to this question.

TABLE IV

SHOWING THE DEVELOPMENT OF THE ENROLMENT, EXCLUSIVE OF ALL TUITION PUPILS, 1913-17

	Year				
	1913	1914	1915	1916	1917
Tuition.....	5	7	14	21	36
Non-tuition.....	259	285	276	347	393

While there has been some growth in the tuition enrolment, it has been too slight to furnish an adequate explanation.

All tuition pupils excluded, the enrolment in Grades VII to XII in 1915 was only 6.6 per cent greater than in 1913; it was greater by 29.5 per cent in 1917 than in 1915.

Attitude concerning further schooling.—A rapidly growing high school might be expected to promote a favorable attitude toward the school and the completion of at least a high-school education. The pupils of Grades VII to XII were asked whether they intended (1) to complete high school and (2) to take a college course. The tabulation of their replies is presented in Tables V and VI.

TABLE V
SHOWING BY GRADES WHETHER THE PUPILS INTEND TO
COMPLETE THE HIGH SCHOOL

Grade	Percentage Replying "Yes"	Percentage Replying "No"	Percentage Replying "Don't Know"
VII.....	66	8	25
VIII.....	74	10	15
IX.....	76	5	18
X.....	79	12	8
XI.....	85	7	7
XII.....	97	0	2

TABLE VI
SHOWING WHAT PERCENTAGE OF EACH GRADE PLAN TO TAKE A COLLEGE COURSE

Grade	Percentage Replying "Yes"	Percentage Replying "No"	Percentage Replying "Don't Know"	Two-Year College	Two- or Four-Year Course
VII.....	22	36	41	.....	.....
VIII.....	16	31	52	.....	.....
IX.....	24	38	37	.....	.....
X.....	23	30	30	12	4
XI.....	34	37	29	.....	.....
XII.....	37	28	23	12	.....

The steadily increasing percentages of "Yes," the comparatively small percentages of "No," and the steadily decreasing percentages of "Don't Know" from Grade VII through the succeeding higher grades are noticeable features of these results. Experience in many schools has shown that the attitude of pupils toward this question is in general a quite reliable index as to what they will do. It is likely that many of the "Don't Know" group will decide to

finish their course. If 74 per cent of the eighth-grade group should actually continue until graduation and the other groups also fulfil their expressed intentions, the future holds a most interesting growth in the percentages of those entering who remain to graduate.

The percentage of each grade definitely planning on going to college varied from 16 per cent in Grade VIII to 37 per cent in Grade XII. The low percentage for Grade VIII may have some connection with the fact that the retardation in this grade was greater than in any of the others. One might well expect a larger "Don't Know" percentage in Table VI. The increasing percentages of "Yes" toward the higher grades is precisely what one would expect, and tends to guarantee somewhat the sincerity of the replies.

While it is not known what results should be expected from such an inquiry, it is perhaps safe to say that the student attitude which is represented in Tables V and VI appears to be quite favorable.

Instructional costs.—It is generally accepted that there will be an increase in the cost of instruction in Grades VII and VIII as a result of the junior high school form of organization. Table VII shows the per pupil cost for teachers' salaries during the year preceding and the two years following reorganization. The per pupil cost was found by dividing the amount spent for salaries by the enrolment.

TABLE VII
PER PUPIL COST FOR TEACHERS' SALARIES DURING THE
YEAR PRECEDING AND THE TWO YEARS FOLLOWING
REORGANIZATION, GRADES VII AND VIII

Year	Enrolment	Total Salaries	Per Pupil Cost
1915.....	143	\$2,250.00	\$15.73
1916.....	167	2,520.00	15.09
1917.....	200	2,520.00	12.60

The decrease of \$3.13 per pupil for 1917 compared with 1915 is a correct picture of the conditions. The four teachers who had 143 pupils in 1915 had 200 in 1917 and were carrying a load altogether too heavy to permit of the best teaching service of which they were capable. The 1917 economy calls for apology rather than commendation, and the following year the situation was

relieved by additions to the teaching staff. No help was available from the other teachers of the six-year high school, as they too were carrying so excessive an amount of work that the state university and the North Central Association dropped the school from the accredited list on those grounds.

In computing instructional costs it is preferable to use average daily attendance rather than enrolment because the number of pupils in average daily attendance is a better index of the amount of work done. The complete cost of instruction should include classroom supplies as well as salaries. These items are omitted from Table VII because the figures were not available for 1915 for Grades VII and VIII by themselves. For the year 1916-17, however, these figures are available in such form that the costs can be determined for all twelve grades, the first six grades, Grades VII and VIII, and the four upper grades. The total instructional cost per pupil in average daily attendance for each of these grade groups is shown in Table VIII. The grade groups are ranked in the

TABLE VIII
TOTAL INSTRUCTIONAL COST PER PUPIL IN AVERAGE
DAILY ATTENDANCE FOR THE GRADE GROUPS
I-XII, I-VI, VII-VIII, AND IX-XII, 1916-17

Grade Group	Average Daily Attendance	Total Instructional Cost	Instructional Cost per Pupil
VII-VIII.	183	\$ 2,586.86	\$14.14
I-VI.	636	11,480.51	18.05
I-XII.	1,022	20,839.14	20.39
IX-XII.	203	6,771.77	33.36

table from the lowest to the highest per pupil cost. As in Table VII, the lowered instructional cost in Grades VII and VIII effected by the reorganization appears in Table VIII and calls for the same comment. There is no doubt that the cost for these grades should have been somewhere between the \$18.05 and the \$33.36. The increased revenue needed to correct this situation was not available until the following year.

High-school instructional costs are sometimes computed on the basis of the cost per thousand student hours (sixty-minute hours).

Table IX presents such costs for Grades VII and VIII for the four semesters of the two-year period 1915-17. The table gives also the median cost for all the subjects of the six-year high school during the same period. The method employed in this computation is as follows: Assume: Teacher, Miss A. Subject, algebra. Number of recitations in the semester, 95. Length of the recitation period, in the clear, 40 minutes. Number of pupils, 100. Salary of the teacher for the semester, \$405. Fraction of the teacher's time devoted to the subject, all. $\frac{95 \times 40 \times 100}{60} = 6,333\frac{1}{3}$ sixty-minute student hours, or 6.33 thousand student hours. $\frac{\$405}{6.33} = \$63.98$, the cost per thousand student hours for Miss A's algebra. If Miss A devoted half her recitation time to algebra, only half her salary for the semester would have been used. Because of the difficulty of estimating "fraction of the teacher's time devoted to the subject," the subjects taught by the principal were omitted.

TABLE IX

COST PER THOUSAND STUDENT HOURS FOR GRADES SEVEN AND EIGHT AND THE
MEDIAN COST FOR ALL THE SUBJECTS OF THE SIX-YEAR HIGH
SCHOOL, 1915-17

Subject	September 1915- January 1916	January-June 1916	September 1916- January 1917	January-June 1917
Arithmetic.....	\$28.42	\$27.63	\$25.90	\$28.18
English.....	21.59	21.35	25.40	24.87
General science.....	23.03	21.82	29.26	25.50
History, government, and hygiene.....	28.42	29.25	26.26	27.28
Median.....	33.55	37.90	40.36	46.26

The costs shown in Table IX appear relatively low when compared with similar computations for other high schools.¹ Until the school is able to command considerably increased financial support, in cases of unwontedly rapid growth in enrolment the teachers are likely to be overburdened, with a consequent lowering of costs to a point below what should obtain.

Summary.—Some of the results of two years of the six-six plan have been: (1) an improved elementary-school situation; (2) a

¹ J. F. Bobbitt, "High-School Costs," *School Review* (October, 1915), pp. 505-34.

reduction of the retardation in the system from a ratio of five retarded pupils to one accelerated to a two-to-one ratio; (3) considerable economy of time because of the possibility of completing Grades VII to XII in less than six years; (4) a quite unusual development in enrolment in Grades VII to XII; (5) a favorable attitude, probably more favorable than ordinarily obtains, toward further schooling; and (6) an unwarranted but temporary economy in instructional expense due to the inability of the school to secure additional teachers as rapidly as required by the growth of enrolment.

Conclusion.—Assuming the purpose of the public school to be that of serving all the children more completely during a school career of maximal length by meeting their needs more accurately, the reorganization here described has proved by two years' trial to be a successful means toward the fuller realization of that purpose.